

Nov. Harcourt Unit 2,3 The World Around Us (Geography) Gr. 2

Content Area: **Social Studies**
Course(s):
Time Period: **November**
Length: **8-12 Weeks**
Status: **Published**

Unit Overview

In units 2 and 3, students study

Maps to help find location

Landforms in North America

Seasons, climate in regions around the world

Natural resources

People affect and change the environment

Transportation changes over time

Enduring Understandings

Maps help us to understand the where things are in the world.

Landforms affect and create weather, climate and the seasons.

Man relies on natural resources, and can change those resources to fill needs.

Transportation takes us to places in the world, and technology has changed how transportation works.

Essential Questions

How do we use maps?

How is weather created?

What are natural resources and why are they important?

How do people react to and affect their environment?

Why is transportation important?

Instructional Strategies & Learning Activities

<p><i>February-April</i></p> <p>Harcourt- Unit 2,3</p>		
<p>Harcourt- Unit 2</p> <p>Preview the Unit</p> <p>The World Around Us (<i>Geography</i>)</p> <p>Supplemental:</p> <p>Reading Fundamentals- Communities, Urban, Suburban and Rural</p> <p><i>Flat Stanley Project</i></p> <p><i>Read Alouds</i></p>	<p>SWBAT:</p> <p>-use visuals to determine word meaning</p> <p>-Compare and contrast information</p> <p>-Identify the purpose of a legend.</p>	<p>1. Discuss the big i</p> <p>Sw answer question maps help you find</p> <p>2. Preview vocabul</p> <p>3. Skill- Compare a 61. Read/Fill in org</p> <p>4. Make prediction: <i>How the Prairie Be</i> 65/ TM questioning/ p. 65</p> <p>5. Have students br another country. Ho from place to place</p>
<p>Harcourt- Unit 2</p> <p>Lesson 1</p>	<p>SWBAT:</p> <p>-Compare and contrast absolute and relative location</p> <p>-Locate Delaware Township School, the town, state and country on a map</p> <p>-Identify importance of Benjamin Banneker</p>	<p>1. Ask students <i>How find locations?</i></p> <p>2. Read p. 66-69/ TM using Review TM p.</p> <p>3. Write- Make a m Write how to get fr school.</p> <p>4. Practice-Workbo</p> <p>5. Skill- Use a Map a map with a grid/ TM questioning</p> <p>6. Practice- Workbo</p> <p>7. Biography- Benj maker) Read p. 72-</p>
<p>Harcourt- Unit 2</p> <p>Lesson 2</p>	<p>SWBAT:</p> <p>-Identify the countries of North America</p> <p>-Identify landforms and bodies of water in North America</p>	<p>1. Ask students <i>Whc landforms make up</i></p> <p>2. Read p. 74-81/ TM using Review TM p.</p> <p>3. Activity- Draw a</p>

	<ul style="list-style-type: none"> -Define region -Use a map key and symbols 	<p>America. Label. Sh</p> <p>4. Practice-Workbo</p> <p>5. Skill- Read a Lar 82-3 TM questioning</p> <p>6. Practice- Workbo</p>
<p><i>Harcourt-</i> Unit 2</p> <p>Lesson 3</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> -Compare and contrast climate and weather -Describe the climate of a place -Understand how to read a table 	<p>1. Ask students <i>Why climate different in</i></p> <p>2. Read p. 84-87/ ^{TI} using Review TM p.</p> <p>3. Write- Compare weather of two diff you live.</p> <p>4. Practice-Workbo</p> <p>5. Skill- Read a Tal questioning</p> <p>6. Practice- Workbo</p>
<p><i>Harcourt-</i> Unit 2</p> <p>Lesson 4</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> -Identify the cardinal directions -Recognize hemisphere, equator, poles -Compare world regions -Identify/use intermediate directions 	<p>1. Ask students <i>Hov the world different:</i></p> <p>2. Read p. 90-93/ ^{TI} using Review TM p.</p> <p>3. Activity- Draw a region. Show its cli plants, animals. Sha</p> <p>4. Practice-Workbo</p> <p>5. Skill- Find Direc a students to give d nurse. Read p. 94-5</p> <p>6. Practice- Using a take turns using car directions to describ to state/Workbook :</p> <p>7. Read- Cape Cod 96-7 TM questioning</p>

<p><i>Harcourt- Unit 2</i></p> <p>Unit Review</p>	<p>SWBAT:</p> <p>-Review concepts learned in unit</p>	<p>1. Review question</p> <p>2. Workbook p. 21/</p> <p>Review answers w/</p> <p><i>*Harcourt website-</i></p>
<p><i>Harcourt- Unit 2</i></p> <p>Unit Test</p>	<p>SWBAT:</p> <p>:Recall concepts learned in unit</p>	<p>1.Administer unit t</p> <p>2.Use data for retea</p>
<p>Harcourt Unit 3</p> <p>Preview the Unit</p> <p><i>Using Our Resources</i></p> <p>(Geography)</p> <p>Supplemental:</p> <p>Reading Fundamentals- Communities, Urban, Suburban and Rural</p> <p><i>Flat Stanley Project</i></p> <p><i>Read Alouds</i></p>	<p>SWBAT:</p> <p>-use visuals to determine word meaning</p> <p>-Identify how a story can tell sequence</p> <p>-Recognize cause and effect</p>	<p>1. Discuss the big i</p> <p>Create a word web</p> <p>2. Preview vocabul</p> <p>3. Skill- Cause and Share examples of 108/ fill in organize</p> <p>4. Access prior kno <i>Tortilla Factory</i> p. questioning/respon:</p>
<p><i>Harcourt- Unit 3</i></p> <p>Lesson 1</p>	<p>SWBAT:</p> <p>-Describe natural resources and tell how people use them</p> <p>-Identify ways people can conserve Earth's resources</p> <p>-Identify and explain part of a picture graph</p> <p>-Understand the importance of Rachel Carson</p>	<p>1.Ask students <i>Who do people use?</i></p> <p>2. Read p. 114-9/ 1 using Review TM p.</p> <p>3. Write- Write a p: resource you use th conserve. Share</p> <p>4. Practice-Workbo</p> <p>5. Skill- Read a Pic their favorite sport 120-21 TM question</p> <p>6. Practice- Workbo</p>

		7. Biography-Rach Read p. 122-23 TM ,
Harcourt- Unit 3 Lesson 2	SWBAT: -Describe the factors that influence where people live -Identify and compare rural, urban, suburban -Take notes to clarify and organize ideas	1. Ask students <i>Why reasons people cho</i> 2. Read p. 124-9/ ^T using Review TM p. 3. Activity- Make a community. Share 4. Practice-Workbo 5. Skill- Note Taking <i>people remember w</i> read p. 130-1 TM qu 6. Practice- Workbo
Harcourt- Unit 3 Lesson 3	SWBAT: -Compare and contrast farming today with farming long ago -Describe how people use technology to change the environment -Identify and interpret a product map	1. Ask students <i>How their environment?</i> 2. Read p.132-35/ ^T using Review TM p. 3. Activity- Make a how people have ch environment in you 4. Practice-Workbo 5. Skill- Read a Pro products and ask st symbols T p. 136/ r questioning 6. Practice- Workbo
Harcourt- Unit 3	SWBAT:	1. Ask students <i>How</i>

Lesson 4	-Identify changes in transportation and communication -Interpret the features of a route map	<i>and communication</i> 2. Read p.138-41/ using Review™ p. 3. Activity- Make a contrast ways of tra communication of l Share 4. Practice-Workbo 5. Skill- Follow a F route do you take to read p. 142-3™ qu 6. Practice- Workbo
<i>Harcourt- Unit 3</i> Unit Review	SWBAT: -Review concepts learned in unit	1. Review question 2. Workbook p. 31/ Review answers w/ *Harcourt web- Ad
<i>Harcourt- Unit 3</i> Unit Test	SWBAT: -Recall concepts learned in unit	1.Administer unit t 2.Use data for retea

Integration of Career Readiness, Life Literacies and Key Skills

TECH.9.4.2.GCA.1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
TECH.9.4.2.IML.1	Identify a simple search term to find information in a search engine or digital resource.
TECH.9.4.2.CT.1	Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
TECH.9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
TECH.9.4.2.CT.2	Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
WRK.9.2.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
TECH.9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive). Different types of jobs require different knowledge and skills.
WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.3	Consider the environmental, social and economic impacts of decisions.
WRK.K-12.P.4	Demonstrate creativity and innovation.

WRK.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
WRK.K-12.P.9	Work productively in teams while using cultural/global competence.
TECH.9.4.2.DC.7	Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1).
TECH.9.4.2.IML.3	Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).

Technology and Design Integration

Students will interact with the Smartboard, Ipads, Chromebooks, and a document camera.

CS.K-2.8.1.2.DA.4	Make predictions based on data using charts or graphs.
CS.K-2.8.2.2.ITH.1	Identify products that are designed to meet human wants or needs.
CS.K-2.8.1.2.DA.2	Store, copy, search, retrieve, modify, and delete data using a computing device.
CS.K-2.8.1.2.NI.2	Describe how the Internet enables individuals to connect with others worldwide.
CS.K-2.8.1.2.IC.1	Compare how individuals live and work before and after the implementation of new computing technology.
CS.K-2.8.2.2.EC.1	Identify and compare technology used in different schools, communities, regions, and parts of the world.
CS.K-2.8.2.2.ITH.2	Explain the purpose of a product and its value.
CS.K-2.8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
CS.K-2.8.1.2.DA.1	Collect and present data, including climate change data, in various visual formats.

Interdisciplinary Connections

	Some events happen very quickly; others occur very slowly, over a time period much longer than one can observe.
LA.RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
LA.RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
LA.RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
	Stability and Change
SCI.2-ESS1-1	Use information from several sources to provide evidence that Earth events can occur quickly or slowly.
LA.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
LA.RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
SCI.2.ESS2.C	The Roles of Water in Earth's Surface Processes
LA.RI.2.7	Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components:**
 - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
 - Process – how the student will acquire the content information.
 - Product – how the student will demonstrate understanding of the content.
 - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

*Refer to Teacher's Manual

For the unit:

Differentiation:

*Refer to Teacher's Manual ESL/ Extra Support/ Enrichment ideas for each lesson

Will vary according to student readiness /interest/learning profile:

- Leveled Text
 - [Levels of Questioning](#)
 - [Anchor activities](#) (ongoing-listen to books, websites)
 - [Harcourt web activities](#)
 - Whiteboard response
 - Flexible Grouping
 - Graphic Organizers
 - Videos [Discovery Education](#)/ BrainPop Jr.
 - KWL Charts
 - Think-Pair-Share
 - Reading Buddies
 - Enrichment/Remediation
-

Manual ESL/ Extra Support/ Enrichment ideas for each lesson

Modifications & Accommodations

follow 504 and IEP accommodations.

Refer to QSAC EXCEL SMALL SPED ACCOMMODATIONS spreadsheet in this discipline.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

DRA

Additional Benchmarks used in this unit:

End of Chapter assessments

Projects/Rubrics

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student

achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

- Teacher observation
- Questioning
- Whiteboard Response
- Think-Pair Share
- Classroom discussion
- Workbook pages
- Writing/Performance rubrics included in lesson

Pretest

Summative Assessments

summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

Unit Test

Instructional Materials

Harcourt textbook

See materials embedded in lessons above.

Supplemental:

Read alouds

Leveled readers

Standards

SOC.6.1.2.GeoSV.1	Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).
SOC.6.1.2.GeoSV.3	Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (way finding, thematic).
SOC.6.1.2.GeoGI.1	Explain why and how people, goods, and ideas move from place to place.
SOC.6.1.2.GeoSV.2	Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).
SOC.6.1.2.GeoGI.2	Use technology to understand the culture and physical characteristics of regions.
SOC.6.1.2.GeoSV.4	Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought).
SOC.6.1.2.GeoHE.4	Investigate the relationship between the physical environment of a place and the economic activities found there.
SOC.6.1.2.GeoHE.1	Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.
SOC.6.1.2.GeoPP.1	Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).
SOC.6.1.2.GeoHE.3	Identify cultural and environmental characteristics of different regions in New Jersey and the United States.
SOC.6.1.2.GeoHE.2	Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).